

A Comprehensive Inventory of
The Orfalea and ASI Children's Center
Library

A Senior Project

presented to

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by

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CHAPTER ONE

INTRODUCTION

Early childhood researchers, parents and teachers all agree that reading with young children can prepare them for school (Huebner & Payne, 2010; Carter, Chard, & Pool, 2009; Cunningham, 2010). Honig and Shin (2001) suggest that a powerful way to enhance early language development with infants and children is to read with them. Language and literacy skills are an essential component of the developing child and mastery of these skills allows him or her to interact in a meaningful way with other people in his environment. The quality and quantity of the interactions children have, both at home and in the world around them have an impact on how successful a child will be in school (Carter, Chard, & Pool, 2009). Research has shown that “well-selected and appropriately shared books serve as an effective vehicle for helping children connect speech and print to the features and characteristics of words” (Zeece, 2010, p. 346). Shared book reading experiences are “related to outcome measures such as language growth, emergent literacy and reading achievement” (Bus, van Ijzendoorn, & Pelligrini, 1995, p. 15). Lawhon and Cobb (2002) suggest that “looking at pictures, hearing stories and being read to encourage the desire to read” (p. 116).

Due to the importance of shared reading, I chose to focus my Senior Project on improving an existing resource for teachers of children ranging in age from infancy to kindergarten. Specifically, I chose to promote use of the library at The Orfalea and ASI

Children's Center by taking a careful look at its organization and improving the system. As a staff member at this center, I was familiar with the haphazard filing method used to organize the vast array of books in the library. I also knew that teacher frustration was high, and the success rate of finding desired books was low. The library at The Orfalea and ASI Children's Center located in San Luis Obispo, CA, is an extensive library with close to 3000 children's books available. The books range from board books to "big books" (oversized). Picture books, from the classic *Where the Wild Things Are* by Maurice Sendak to Mo Willems newest book, *Knuffle Bunny Free* are available for teachers to use in curriculum planning. Other choices include non-fiction concept books investigating a wide range of subjects and books about food, holidays and cultural celebrations.

Although the Children's Center library was rich in the abundance of books contained within, it ranked low in functionality.

The books do not enhance curriculum or stimulate learning when they sit on the shelf gathering dust because the teachers were too frustrated to spend more than two minutes in the library looking for the book they had in mind. The goal of my Senior Project was to make the library more accessible and user-friendly by reorganizing, revitalizing, and reclassifying the books available.

First, I reorganized the books by adding some addition search parameters to the digital database. I also purged worn books and relocated all the books to the same location. Next, I engaged in several phases of work, including assessing the color-coding system used to identify book types, refining the alphabetizing approach, updating the digital database, and creating thematic groupings for concept books. Finally, I added some additional categories to the digital database to increase the success rate of finding the desired book on a specific topic. I also

handed out surveys to the teachers that asked questions about what drew them to children's books, what some of their favorite children's books were and recommendations for future improvements to the library.

Limitations to my Senior Project included the small sample size of the teachers that responded to the survey. In addition, the new categories for finding books on a particular subject and the updated digital database are too new to determine if they will be helpful tools for teachers searching for book titles they have in mind.

CHAPTER 2

LITERATURE REVIEW

Literacy does not begin once a child enters the public school system. Instead, it is an ongoing process that begins in infancy and continues throughout life. The National Association for the Education of Young Children (NAEYC) has issued a position statement that outlines their commitment to helping all children become literate. “NAEYC believes that achieving high standards of literacy for every child in the United States is a shared responsibility of schools, early childhood programs, families, and communities” (NAEYC, 1998, p. 38). Research suggests children take their first literary steps early in life and that the time from birth to kindergarten is a critical period for emergent literacy development (Elliot & Olliff, 2008; NAEYC, 1998; Strommen & Mates, 1997). “It has become increasingly clear that a wide variety of early language and literacy experience is most conducive to acquisition of reading” (Strommen & Mates, 1997, p. 99). Emergent literacy is described as acquiring literacy on a developmental continuum that begins in early childhood and continues throughout it (Whitehurst & Lonigan, 1998; Cunningham, Zibulsky, & Callahan, 2009; Wasik & Bond, 2001). According to Michalowitz (1993), “Literacy in the written language doesn’t mean only knowing to read and write. Rather, first and foremost, it means understanding the uses of the written language” (p. 16).

Making up stories, recognizing letters of the alphabet and labeling items are some examples of emergent literacy. “Literature-rich interactions provide strategies that help emergent readers to develop knowledge about print, including the production and recognition of

letters, and generate familiarity with the basic purposes and mechanisms of reading” (Zeece, 2010, p. 345). For example, discussion of environmental print such as reading signs and labeling items in the classroom is one way that adults expose children to the meaningfulness of printed language (Elliott & Olliff, 2008; Neuman, 2004). Print-rich environments help to communicate to children in a natural way the importance of literacy as an integral daily activity (Neuman, 2004). Another approach is to provide children with opportunities to explore, both on their own and in the context of shared book reading with peers and adults (Lawhon & Cobb, 2002). “Listening to storybooks may enhance vocabulary acquisition for children who cannot yet read” (Senechal, LeFevre, Hudson, & Lawson, 1996, p. 520). The following sections explore how adults can use books to promote emergent literacy. Specifically, adults typically introduce children to literacy in infancy with the use of board books. As children’s brains mature, they are able to engage in reading books that are more complex. Preschool children become capable of participating in extended literacy experiences such as dialogic reading.

Developmental Approaches to Engaging Children with Books

Supporting Literacy Development in Infants and Toddlers

The most common way literacy is first introduced to children is in the form of picture board books (Hepburn, Egan & Flynn, 2010; Horning, 1997). These books are made of sturdy cardboard, designed to withstand being chewed on by infants. Young children explore their world by placing items in their mouth and by manipulating objects. Books are no exception and the wise parent or teacher provides many board books for infants and toddlers to carry around and teethe on. Infants and toddlers prefer brightly colored iconic images instead of muted illustrations (Nespeca, 1999). Research suggests that infants’ brains are not mature enough to fully grasp the idea of an illustration representing a real item; therefore, highly iconic images

such as photographs are easier to assimilate than less iconic images such as line drawings (Simcock & DeLoache, 2006). Toddlers learn to generalize images in picture books to objects in the real world, and the greater the iconicity or realism of the image, the greater the learning (Tare, Chiong, Ganea, & DeLoache, 2010; Ganea, Pickard, & DeLoache, 2008).

Reading to infants is usually characterized by naming objects in pictures rather than reading a story (Honig & Shin, 2010; Simcock & DeLoache, 2006). By the age of 18 months, many adults begin to read stories to children, instead of simply labeling objects (Honig & Shin, 2010). Research conducted by Honig and Shin (2010) revealed that teachers read to toddlers more frequently than to infants, since toddlers are capable of initiating book reading with a teacher, whereas reading to infants is usually teacher initiated. Although teachers read more often to toddlers, there was no significant difference in the length of time teachers spent reading to either infants or toddlers. When teachers did read books to infants or toddlers, the books were mostly read on a one-to-one basis instead of a group setting (Honig & Shin, 2010).

Supporting Literacy Development in Preschoolers

There is limited research about what makes a book aesthetically pleasing to children, but most research suggests familiarity is an important component (House & Rule, 2005). “When engaged in decision-making, young children compare the current experience to familiar schemata. Early exposure to positive influences and aesthetic experiences affect a child’s interpretation and acceptance of the world constructively. Because the development of literacy skills is crucial to a child’s academic performance and future life choices, early book experiences need to incorporate pictures that appeal to children” (House & Rule, 2005, p. 283).

Marshall (1975) explored children’s reactions to five Caldecott Medal books; the Caldecott Medal is awarded for artistic merit. Marshall’s initial findings indicated most of the

children were not interested in the five books in a shared book-reading context, perhaps because the text was too sophisticated to hold their interest. However, Marshall observed that when the children were allowed to explore the book on their own and look at the illustrations at length, they seemed to enjoy the book more and some of them made up their own stories to go with the illustrations that were often a departure from the original story.

In an effort to further understand the criteria preschoolers choose when evaluating the aesthetic appeal of a book, House and Rule (2005) investigated children's ratings of pictures of bears represented in picture books. Five categories of bears were included: teddy bears, bears in action, three bears in one picture, photos of real bears, and bears with teeth and claws. Each series had five pictures that were shown to every child participating in the study. In each set, the child chose the picture he or she thought was the most beautiful and this picture was set aside. This process continued until all five pictures were ranked, and the process was repeated for each set. The final set was composed of the first ranked picture from each set. For the purpose of this study, the term beautiful was not defined. The most frequent criterion for selecting a picture as beautiful was familiarity, with either the object or the setting, such as a chair, an animal or a book. Some children thought the bears resembled their parents; therefore, they labeled them as beautiful. If the child failed to recognize an object in the picture, for example, blades on a windmill, they reinterpreted the item to something they did understand, a pair of scissors. Action and color were also chosen often. Just as adults appreciate color, preschoolers were drawn to pictures that were aesthetically pleasing. House and Rule suggested that since preschoolers are attracted to what is familiar, parents and teachers should allow children to look at the images in a book and talk about them before and after the story is read. "This supports their understanding of the illustrations, their comprehension of the story as it is read, and their recall of story events"

(House & Rule, 2005, p. 290). “Piaget, in *Memory and Intelligence* (2), suggests that memory is influenced by the child’s experiences” (Piaget, as cited by Marshall, 1975, pg. 483) and what a child remembers is likely what the child understands. He or she might depart from the original story in the retelling to fit his or her understanding of the story (Marshall, 1975). Marshall (1975) suggests giving children multiple opportunities to explore sophisticated books as they may stretch the cognitive capabilities with each encounter.

Shared Book Reading Approaches

Zone of Proximal Development

Vygotsky’s (1978) theory of the zone of proximal development (ZPD) is a strategy that can be used to support emergent literacy. ZPD is generally defined as the interactions between an adult and child that help the child reach a mastery of a task or concept he was unable to grasp on his own. ZPD is two-fold. First, it provides immediate results and second, it lays the foundation for independent problem solving in the future (Vygotsky, 1978 as cited in Zeece, 2010). Scaffolding is a notion that supports ZPD and there are two types of scaffolding strategies, low-level and high-level. Low-level strategies would be appropriate to use with children who need minimal adult support to reach the next level. Examples of this are generalizing, reasoning and predicting. Children requiring more support from adults benefit from high-level scaffolding strategies. Examples of this type of support is reducing choices, eliciting responses and co-participating (Pentimonti & Justice, 2010).

Dialogic Reading

One way to bolster preschool children’s emergent literacy skills that can potentially utilize both high and low-level scaffolding strategies is to use the well-established method of Dialogic Reading (DR). Dialogic reading uses a series of standardized prompts intended to

extend and deepen the reading experience. One of the procedures of DR is known by the acronym, CROWD. Completion questions, recall questions, open-ended questions, who, what where questions and distancing are the prompts of CROWD (Morgan & Meier, 2008; Whitehurst & Lonigan, 1998). Dialogic reading is intended to be a give and take between the teacher (or parent) and the child.

Typically, a book is read in a small group setting, and the book is read frequently. The teacher stops periodically to ask questions and waits for a response from the child or children. If an incorrect answer is given, the teacher helps the child find the correct answer by review and recall. *The Very Hungry Caterpillar* by Eric Carle is a well-known story that can be visualized while walking through the steps of CROWD. As the teacher reads, she might not complete the sentence, “On Tuesday, he ate through two...” and wait for the children to look at the picture and provide the answer of, “pears” (completion question). After she finishes reading about five oranges on Friday, she might stop and ask what the caterpillar ate on Monday (recall question). After the long list of items the caterpillar ate on Saturday, she might ask for suggestions of what else the caterpillar could have eaten (open-ended question). When the caterpillar builds a cocoon, the teacher might ask where the caterpillar went (who, what, where question). Finally, at the end of the story when the caterpillar has been transformed into a beautiful butterfly, the teacher could invite the children to make up various adventures for the butterfly (distancing). “Dialogic reading is considered an evidence-based emergent literacy intervention, in part because it consistently improves children’s oral vocabulary skills” (Morgan & Meier, 2008, pg. 15).

CHAPTER THREE

METHODOLOGY

The library at The Orfalea and ASI Children's Center is an extensive library that teachers can utilize to select books from around 3000 titles. However, the limited and haphazard method of filing the library books rendered the library almost useless. For my Senior Project I created a new classification system, reorganized the library and updated the database. In addition, I surveyed the teachers as to what some of their favorite books were, what draws them to a book, and asked for some future recommendations.

History of Project

I began working at The Orfalea and ASI Children's Center as a Teacher in 2002. I can remember my frustration every time I would look for a book in our library. The library was poorly organized, with a confusing labeling system. As a result, I spent far too long searching for books. Many times, I just changed my curriculum to reflect whatever book I did manage to stumble across, rather than pursue the particular book I originally wrote in my curriculum plan. Most of the other teachers voiced their frustrations with the in-house library system as well. However, with almost 3000 books in our library, no one had the time to do anything about the situation, except complain.

In 2006, I had a lateral job change and I became the on-site substitute teacher. With this job change came a small amount of time when I was not needed in the classroom. It occurred to

me that a good use of my free time would be to begin working on improving the library. I approached our Associate Director with my idea and she agreed it would be a valuable activity. The first thing I tackled was cleaning out the books, throwing away some that were beyond repair and donating some of the books to Goodwill. Some of the books that had a little bit of life left in them became outdoor books. In such cases, I removed the title from the inventory so that when the book became too worn to be useful, it could just be thrown away.

The next item on my agenda was to think of a cataloging system that was more user-friendly. At the time, all of the books were filed by the first two letters of the title. In addition, colored tape was on the spine of the books to indicate a particular category. The tape color and corresponding category were as follows: red-picture books; yellow-concept books (mostly non-fiction); blue-emotions and feelings; dark green-holidays; purple-multicultural; white-teacher books; orange-teacher resource books and light blue-food books. Teacher books are characterized as usually being a hardback book that is suitable for use during group time. A teacher book might also address a difficult subject such as divorce. The teacher books are not placed on the child-accessible bookshelves in the classroom. Teacher resource books are characterized as books that enhance teacher professional growth and development. Pedagogical books, child development books and books with ideas for curriculum are found in this section. The board books were also categorized with red and yellow tape, but the pattern seemed to be more random than picture books (red) and concept books (yellow). As I was thinking about a better cataloging system, I began to formulate a plan to get all the books located in one room. At the time, the food books were located on a high shelf in the kitchen, the board books were located in the conference room, the teacher books were located in the art storage room and the rest of the books were located in a back office. The feelings and emotion books, the

multicultural books and the holiday books were all located on a bottom shelf below the extensive amount of yellow concept books.

Again, I approached our Associate Director with a request to purchase two large bookcases. I convinced her that one of the first steps to making the library more teacher-friendly and usable was to get all the books in the same room. She agreed, the bookcases were purchased and I began the slow process of moving all the books to the conference room.

The Library Organization Process

With all of the books now located in the same room, it was time to take on the daunting task of reclassifying and relabeling the books. To do so, I engaged in several phases of work, including revisiting the color-coding, refining the alphabetizing approach, updating the digital database, and creating thematic groupings for concept books.

Revisiting the color-coding

As a first step in improving the function of the library, I reassessed the existing color-coded categories used to identify book types. First, I combined all of the board books and placed yellow tape on their spine, along with the letter “B”, indicating that it was a board book (See Appendix A). I retained the alphabetizing system of using the first two letters of the title. Next, I eliminated the two categories of “feelings/emotions” and “multicultural” because the books in this section were primarily picture books, yet were so far separated from the rest of the picture books that they were often forgotten or overlooked. As a result, I incorporated all of those books into the red-taped picture books. I changed the teacher resource books from orange to purple, when I discovered a stash of oversized books that were also coded using orange tape. The “big books” remained with the orange tape, and I made room for them in one of the new bookcases. The teacher books and the food books retained their tape color of white and light blue,

respectively. Already, the reconfiguring of the color-coded labels brought more coherencies into the library system. However, there was another major problem to tackle and this one took some thoughtful reflecting to come up with a strategy that would work.

Refining the alphabetizing approach

My experiences using the library revealed that the system of alphabetizing all of the red-taped picture books by the first two letters of the title was a very inconsistent method of locating books. As an example, a teacher looking for a Curious George book would likely be successful as almost every title in the Curious George series begins with “Curious George”. In contrast, a teacher looking for a collection of Eric Carle books in the library would have less immediate success. Eric Carle is a prolific illustrator and writer with over seventy books published; most teachers at our center, me included, would be unable to name all of these books off the top of our heads. Among the Eric Carle titles available in our library are *A House for Hermit Crab* and *The Grouchy Ladybug* and *Mr. Seahorse* and *Today is Monday* and *the Very Hungry Caterpillar*. In reevaluating the library system, I challenged myself to come up with an easier method for finding books other than flipping through hundreds of books to find specific titles or authors. I decided to pursue the idea of grouping all the books by prolific, well-known writers together when their name occurred in the alphabet. Most of the books would continue to be alphabetized by the first two letters of the title, for example, *Abiyoyo* (AB), and *Bark, George* (BA), but when you came to an author like Eric Carle, all books written by him would be cataloged (Carle) (See Appendix B). Alphabetizing of the books would continue by the first two letters of the title, until you came to another prolific author such as Ezra Jack Keats. Here, you would find *A Letter for Amy* and *Peter’s Chair* and *Whistle for Willie* all grouped together under (Keats).

Updating the digital database

In addition to physically relabeling and reorganizing the books, the database needed to be updated. At the outset of this project, the database consisted of a 40-plus page Excel program that was in four columns: title, author, tape color and first two letters of title. For every change I made to a book or a category, a change was required in the database. Appendix C shows an example of the database when it was sorted by author. The Eric Carle books are highlighted to make evident the disorganization of the cataloging.

Creating thematic groupings for concept books

With all of the picture books reorganized and relabeled, it was now time to work on the concept books. Concept books, as defined by our teachers, are usually non-fiction books that cover a wide range of subjects such as animals, colors, dinosaurs, insects, people/occupation and transportation. Here, the haphazard arrangement of books was completely overwhelming. Consistent with the picture book alphabetizing method, the first two letters of the title determined the location of every concept book. A small sample of some books, for example, that begins with “B” reveals the following books sitting near each other on the shelf: *Birds in the Sky*, *Black and White Rabbit’s ABC*, *Blast Off*, *Blizzards*, *Boats*, and *Bugs are Insects*. If a teacher wanted to find books about transportation, he or she would have to flip through hundreds of unfamiliar books to find such titles as *Cars*, *Diggers and Dumpers*, *Fire Truck*, *Logging Machines in the Forest*, *Trucks Night and Day*, and *What’s Inside? Cars*. No wonder the concept books were gathering dust. What teacher had the time to wade through all those books? I decided to group the books together by subject (See Appendix D). All the above-mentioned books about transportation, plus other related transportation books would now be grouped

together under the heading of “transportation”. Now, a teacher would only have to go to the section of interest to find books in the collection on the subject of focus (See Appendix E). In the digital database, I replaced the first two letters of the alphabet for the concept word (See Appendix F). An unexpected consequence of grouping the concept books by subject is it revealed some areas that need more books. For example, our library only has about five books on the concept of “opposites”.

Additional Refinements of the Library System

The improvements I made to the library were helpful and the usage of the library increased. I noticed teachers were spending less time looking for the book they had in mind and more of the concept books were being used. However, the teachers still seemed to be frustrated and it was challenging to pinpoint what portion of the library needed some further work. I have often asked teachers what they are looking for and some of the answers I received are books about relationships (grandparents), or challenging subjects (anger) or classic books the teachers remember enjoying when they were children.

As a result, I added some categories to the database including Popular Illustrators, Caldecott Gold and Honor, Culture, Relationships, Special Subjects, Classics and Bi-lingual. Usually, an illustrator only illustrates the books he or she writes, but on occasion, an illustrator will provide the illustrations for a book written by another author. The database only sorted by the author’s last name, so it became apparent a new category of popular illustrator should be included. Special subjects are a large encompassing category that included subjects such as divorce, emotions, physical limitations, making friends, monsters and pirates. I arbitrarily chose books that were copyrighted more than twenty-five years ago to be placed in the Classics section. Some of the well-known titles in this category are *Alexander and the Wind-up Mouse* by Leo

Lionni (1969), *Blueberries for Sal* by Robert McCloskey (1948), *Goodnight, Moon* by Margaret Wise Brown (1947), *Mike Mulligan and his Steam Shovel* by Virginia Lee Burton (1939), and *The Snowy Day* by Ezra Jack Keats (1962). Books that are written in both Spanish and English comprise the majority of the category of bilingual books. However, the Children's Center represents a variety of cultural backgrounds and we have books that are also written in such diverse languages as German and Japanese.

Teacher Surveys

I handed out sixteen surveys to the teaching and administrative staff of the Children's Center. The following questions were included on the survey:

1. Please list your favorite children's books.
 - 1a. Of the books listed, please tell me a few reasons why they are your favorites.
2. What draws you to a children's book? What qualities and features are important?
3. What books are we missing from the library? These could be concept books (non-fiction), classics, or books that are newer to the market.
4. Can you think of any books that just need to be purged? ("Spot" books? Clifford"? Other titles?)

I gave the teachers and administrative staff one week to complete and return the survey.

CHAPTER 4

RESULTS

Teacher surveys

The teacher surveys were due on Friday, May 6, 2011. By the due date, I had only received two surveys. I extended the deadline and sent out an email asking for help with my Senior Project and I received two more surveys. This was frustrating, as it makes the task of creating a more functional library more challenging without the feedback from the teachers who utilize it on a daily basis. I made one more appeal and I received three last surveys, for a total of seven surveys. I had handed out sixteen surveys, so my return rate was less than 50%.

Highlights of the teacher surveys

Although my sample size was small, the results helped me to see the overall picture of how the teachers viewed the library. Some of the teachers called out specific books that were favorites, such as *King Bidgood's in the Bathtub* by Don and Audrey Wood, *Brown Bear, Brown Bear, What do you See?* by Bill Martin, Jr., and *Knuffle Bunny* by Mo Willems. However, the majority of the teachers surveyed said they liked books from the same author, for example Eric Carle, Patricia Pollaco, Robert Munsch and Don & Audrey Wood. This supported my idea to group all the books by a particular author together.

All of the teachers stated that the illustrations were usually what drew them to any book. It is interesting to recall the study conducted by House and Rule (2005) that revealed

preschoolers were drawn to illustrations that were aesthetically pleasing. The teachers also cited the content of the book as a draw with a “good story” or “eloquent writing” as attractive features of content.

Surprisingly, I received the most feedback from the question about what books are missing from the library. Every teacher had a valid request. One teacher observed that while we have an abundance of board books, we usually only have one or two copies of loved board books and consequently they end up in a classroom for long periods, making them unavailable to the rest of the teachers. Her suggestion was to buy multiples of favorite board books. Another teacher asked for more “big books” that correlate to the typical scale books we already have. Two teachers pointed out that they end up going to the Kennedy Library on campus to do research on topics such as living things, because they are unable to find enough books in our library. Another request that showed up several times was more books by favorite authors. For example, we only have about six books written by Patricia Pollaco, an author/illustrator who has written over fifty books on a wide range of topics from historical events to diversity. Christina Warren, a veteran teacher wrote, “Based on personal observation and ECERS-R, the library needs a better representation of culture, diversity and differently-abled people in our collection.” The Early Childhood Environment Rating Scale-Revised (ECERS-R; Harms, Clifford, & Cryer, 1998) is an evaluation tool preschool programs have used for over twenty years to assess the quality of the preschool environment. “The scale assesses seven subsections: (a) Space and Furnishings, (b) Personal Care Routine, (c) Language-Reasoning, (d) Activities, (e) Interaction, (f) Program Structure, and (g) Parents and Staff. There are 43 items (470 indicators) rated using a seven-point scale format, with descriptors for 1(Inadequate), 3 (Minimal), 5 (Good), and 7

(Excellent)” (Cunningham, 2010, pg. 502; Harms, Clifford, & Cryer, 1998). An example of the subsection for Language-Reasoning is found in Appendix H.

Finally, all of the teachers agreed about the need to purge some of the rarely utilized books from the library, especially if there are five or six copies. These books take up room that could be used for new books.

Revitalized Digital Database

I completed the Microsoft Excel spreadsheet and it is ready to be implemented. The final categories are found in Appendix I. The database is available for access two ways. First, it is available electronically on the Children’s Center main computer. All teachers have access to this hard drive. It is also available in hard copy form in a binder located in the library. Both forms of the database already have the information sorted in several helpful ways. Each sort receives its own section. For example, if the database is sorted by Column I (Relationships), then there will be a file labeled “Relationships”. Upon opening the file, the teachers will find the database already sorted by this field. The same holds true when a teacher opens the binder. Flipping to the tabbed section, “Relationships” reveals printed pages of all the books in the library sorted using this field.

CHAPTER 5

DISCUSSION

I consider the activities of this senior project to be part of an ongoing process to improve the use of the library resources at The Orfalea and ASI Children's Center. In future work, I recommend continued evaluation of teachers' use of the library, additional improvements to the library itself, and staff training.

Evaluation of Use

The new categories for finding books on a particular subject and the updated digital database are too new to determine whether they will be helpful tools for teachers searching for book titles they have in mind. In future evaluations of the library, one might investigate whether teachers continue to flip through all the books to find one that looks interesting, or use the database to search for specific books using specific criteria. As a teacher who uses the library, I tried to think of ways to manipulate the database to make searching for a particular book by a certain author or subject less cumbersome. I think I have provided more parameters for locating book titles with the added categories such as relationships, special subjects and classics. I am not sure I thought of all the ways the book titles could potentially be sorted. As the teachers begin to utilize the database on a regular basis, a follow-up survey should be administered after a period using the new library categorization. Some appropriate questions could include, for example:

1. Do you find the digital database to be more helpful?

2. Are you able to locate the book title you are looking for with more ease?
3. What category would you like to see added to the database (for example, rhyming books)?

Staff Training

I anticipate there will be some resistance to utilizing the database, based on prior experiences with the primitive database that was available for many years. Therefore, a next step in this project would be to provide teacher training. The training opportunities are two-fold. First, the student staff needs to be trained on how to re-shelve the books when the books are no longer needed in the classroom. This is traditionally a student job, and therefore the students need to be trained on how to properly put the books away. I have tried to make it as simple as possible by clearly labeling the shelves and posting guidelines on the actual bookcases about what books are located in each section and how to file them. For example, in the light blue “food” section, the books are alphabetized by the first two letters of the title. I have labeled the shelf “light blue” and “Food” and “please file by first two letters of the title”. Although, I make it as plain as I can imagine how to, I still find books that are not put away properly.

The second part of the training is the teacher training. Patty Greig, the Associate Director of the Children’s Center, would like me to present an in-service training to all of the teachers as to how to use the new database and explain the new categories of the filing system.

Continued Improvements

Another future effort in this project should be to enhance the ease of use of the color-coding method by changing the board book tape color. Currently, all the board books are labeled with yellow tape, as are the concept books. Although it seems obvious that they are two different kinds of books, many times the board books are re-shelved with the concept books

since they share the same tape color. Ideally, the board books would be relabeled with light green tape to distinguish them from the concept books.

The teachers have made many valid requests for new books that would further enhance the library and I recommend purchasing as many of the desired books as the budget will allow.

Finally, the books need to be reexamined to determine if they should remain in the library inventory. Multiple copies of rarely used books should be donated to other programs. The same goes for books that are never used. This will require time and thoughtful consideration by all of the teachers, but by doing so, it will free up space that could be used for the new books they have indicated would enhance the library.

CHAPTER 6

CONCLUSION

School-based book reading is not the only context for emergent literacy development and The Family Strengths Model (Carter, Chard, & Pool, 2009) is another tool that can be used to create early language and literacy opportunities. Many naturally occurring learning moments occur in the day-to-day experiences of the child within his or her family. Identifying the unique family traits, habits, customs and resources each family possesses is the first step of the Family Strengths Model. Embedding literacy opportunities within this context is the next step. The Family Strengths Model does not ask the family to do new activities, but instead it suggests making minor modifications to the already established routines. For example, imagine a trip to the grocery store with a 3-year-old. Chances are a parent might cringe at the thought, as a 3-year-old's behavior is unpredictable and grocery stores can be an overwhelming experience that results in tears. This situation can be changed to a pleasant learning experience with some planning. Before going to the store, the parent would invite the child to make a shopping list of the products needed at the store. The child may draw pictures, or print a few letters or even scribble. The point is the list is meaningful to the child. On the way to the store, the parent talks to the child about things they see on the route to the store. Once they are at the store, the child can use her list to find the items on it. As each item is found, the parent can show the child the name of the item and the child can cross it off her list. Another idea is for the parent to make the

list and give it to the child. The child can compare the word on the item to the words on the shopping list and cross off the matching word. As families continue to recognize their own unique strengths, they are more likely to identify learning opportunities. These opportunities become more meaningful when they are “relevant to the life and the social context of the child and the family (Carter, Chard, & Pool, 2009, p. 524).

Whitehurst and Lonigan (1998) summarized their research by saying, “From an emergent literacy perspective, children learn much about reading and writing prior to formal schooling” (Whitehurst & Lonigan, 1998, p. 854).

It is our duty as teachers and parents to provide the children in our care the most meaningful interactions with literature we can create. Such experiences must be relevant to the child, both in terms of being developmentally appropriate and in cultural context. Beginning in infancy, we can buy the best board books, ones that are written especially for infants, not watered down versions of picture books for older children. An example of this is Bill Martin, Jr. and John Archambault’s *Chicka Chicka Boom Boom*. This classic book of alphabet letters that sneak out at night to climb a coconut tree and then they are subsequently rescued by their parents has been reissued in board book form as *Chicka Chicka ABC*. However, in this abbreviated version, the book simply ends after the letters fall out of the coconut tree and their parents never rescue them. A perceptive toddler familiar with the original book might ask, “Chicka chicka boom boom?” at the end of the truncated board book, since those favorite words never appear (Horning, 1997). Armed with higher quality board books such as *Red, Blue, Yellow Shoe* by Tana Hoban, or *Touch and Feel Baby Animals* by DK Publishing or *Global Babies/Bebes del Mundo* by The Global Fund for Children, we can read to infants to increase their vocabulary and help them to become familiar with books. As infants become toddlers, we can expand their

horizons by reading longer board books such as *The Napping House* by Audrey Wood or *A Color of His Own* by Leo Lionni or *Gossie and Gertie* by Olivier Dunrea and introduce them to environmental print. Preschoolers can benefit from many different strategies for enhancing emergent literacy that have been described, such as the Zone of Proximal Development, high and low scaffolding strategies, Dialogic Reading and the Family Strengths Model. By laying the foundation early, we can be an integral part of the NAEYC's commitment to helping all children become literate (NAEYC, 1998). Providing teachers with ease of access to a wide variety of books is a seemingly obvious component to success in this endeavor, but one that many schools do not explicitly address. I am pleased to have had the opportunity to present a comprehensive library inventory to The Orfalea and ASI Children's Center.

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APPENDICES

Example of the board book section that utilized the yellow tape color and the letter, “B”.



APPENDIX B

Example of books alphabetized by author (Carle)



APPENDIX C

Example of books sorted by author at the outset if the project

libraryauthor [Compatibility Mode] - Microsoft Excel													
Home Insert Page Layout Formulas Data Review View													
H240													
A	B	C	D	E	F	G	H	I	J	K	L	M	N
228	Callenbach & Leefeldt	Humphrey, The Wayward Whale	Red	HU									
229	Calmenon, Stephanie	Engine, Engine, Number Nine	White	EN									
230	Calmenon, Stephanie	Who Took The Cookies From The Cookie	Red	WH									
231	Calmenon, Stephanie	Who Took The Cookies From The Cookie	White	WH									
232	Campbell, Janet	Three Little Pigs, Walt Disney	Red	TH									
233	Cannon, Janell	Stellaluna	Red	ST									
234	Capucilli, Alyssa Satin	Biscuit Finds a Friend	Red	BI									
235	Capucilli, Satin	Inside A Barn In The Country	Yellow	IN									
236	Capucilli, Satin	Inside A House That Is Haunted	Green	IN									
237	2 Carle, Eric	1, 2, 3 To The Zoo	Yellow	ON									
238	Carle, Eric	Animals Animals	Yellow	AN									
239	Carle, Eric	Do You Want To Be My Friend	Red	DO									
240	2 Carle, Eric	Dragons Dragons	Yellow	DR									
241	Carle, Eric	Grouchy Ladybug, The	Blue	GR									
242	Carle, Eric	Have You Seen My Cat?	Red	HA									
243	3 Carle, Eric	House For Hermit Crab, A	Red	HO									
244	3 Carle, Eric	Little Cloud	Red	LI									
245	Carle, Eric	Little Cloud	White	LI									
246	Carle, Eric	My Apron	Red	MY									
247	Carle, Eric	Pancakes, Pancakes!	Red	PA									
248	3 Carle, Eric	Polar Bear, Polar Bear, What Do You Hear?	Yellow	PO									
249	Carle, Eric	Today Is Monday	Red	TO									
250	3 Carle, Eric	Very Busy Spider, The (B)	Red	VE									
251	5 Carle, Eric	Very Hungry Catapillar, The (2-B)	Red	VE									
252	2 Carle, Eric	Very Lonely Firefly, The (1-B)	Red	VE									
253	Carle, Eric	Very Quiet Cricket, The	Red	VE									
254	2 Carle, Eric	Walter the Baker	Red	WA									
255	Carlson, Laurie	Boss Of The Plains (The Hat That Won The	Red	BO									
256	Carlson, Nancy	I Like Me!	Yellow	IL									
257	Carlstrom, Nancy White	Better Not Get Wet, Jesse Bear	Red	BE									
258	2 Carlstrom, Nancy White	Jesse Bear, What Will You Wear!	Red	JE									
259	Carpenter	Driedel, Dreidel, Dreidel (B)	Green	DR									
260	2 Carrick, Carol	What Happened to Patrick's Dinosaurs	Red	WH									
261	Carson, Jo	You Hold Me and I'll Hold You	White	YO									
262	Carter, David A.	Giggle Bugs	Red	GI									
263	Carter, David A.	How Many Bugs In A Box	Yellow	HO									
264	Carter, David A.	More Bugs In Boxes	Yellow	MO									
265	Cartwright & Zeff	Find The Duck (B)	Yellow	FI									
266	2 Cartwright & Zeff	Find The Piglet (B)	Yellow	FI									
267	Cassidy, John	Time Book, The	Yellow	TI									
268	Castle & Weevers	Herbert Binns & The Flying Tricycle	Red	HE									
269	2 Caudill, Rebecca	Pocketful Of Cricket, A	Red	PO									
270	2 Cauley, Lorinda Bryan	Clap Your Hands	Red	CL									
271	Cauley, Lorinda Bryan	Tyrannosaurus Rex	Yellow	TY									
272	Cellini, Joseph	ABC	Yellow	AB									
273	Chalk, Gary	Yankee Doodle	Red	YA									
274	Chambless-Rigie, Jane	Clock Book, The Real Mother Goose	Yellow	CL									
275	Chambless-Rigie, Jane	Three Little Kittens, The	Red	TH									
276	2 Chambless-Rigie, Jane	Three Little Kittens, The	Red	TH									
277	Chandler, Jean	Counting Book, Poky Little Puppy's	Yellow	CO									
278	Chaplin, Susan Gibbons	I Can Sign My ABCs	Yellow	IC									

APPENDIX D

Example of concept book categories



APPENDIX E

Example of concept books filed by subject (Insects)



APPENDIX F

Example of the database sorted by category (People)

Microsoft Excel - copy of excel spreadsheet															
Type a question for help															
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1908	* Penguin Who Wanted To Fly, The	Vase, Catherine/Vase, Catherine	Red	PE											
1909	* Peter And The Wolf	Prokofiev, Sergei/Mikolaycak, Charles	Red	PE			Russia								
1910	?? Peter Pan	Disney, Walt	Red	PE											
1911	?? Peter Rabbit, The New Adventures Of	Resnick, Jane	Red	PE											
1912	* Peter's Trucks	Wolf, Salile/Smith, Cat	Red	PE											
1913	* Pete's A Pizza	Steig, William/Steig, William	Red	PE											
1914	?? Pets (B)	Hutchings, Tony	Yellow	PE											
1915	?? Petunia	Duvoisin, Roger	Red	PE											
1916	* Tale Of Peter Rabbit, The	Potter Beatrix	Red	PE											
1917	* A Day In The Life Of A Circus Clown	Gaskin, Carol/Klein, John	Yellow	People											
1918	* Albert Einstein	Pamela Zanni/Seward, James	Yellow	People											
1919	* An Auto Mechanic	Florian, Douglas/Florian, Douglas	Yellow	People											
1920	* Baby's Book Of Babies, The	Sieveling, Anthea	Yellow	People											
1921	* Baby's Catalogue, The	Ahlberg, Janet and Allan	Yellow	People											
1922	* Baking A Cake	Scott, Lee	Yellow	People											
1923	* Book Of Facts And Records, The	Williams, Brenda and Brian	Yellow	People											
1924	* Children Just Like Me	DK Publishing	Yellow	People											
1925	* Circus!	Spier, Peter/Spier, Peter	Yellow	People											
1926	* Cowboys	Penner, Lucille/Carter, Ben	Yellow	People											
1927	* Firehouse Dog	Hutchings, Amy & Richard	Yellow	People											
1928	* Friends At School	Bunnett, Rochelle/Brown, Matt	Yellow	People											
1929	* If I Were President	Ster, Catherine/DiSalvo-Ryan, DyAnne	Yellow	People											
1930	* Let's Be Friends	Weissman, Jackie/Owens, David	Yellow	People											
1931	* Making A Plate	Jacobson, Jennifer/Karp, Ken	Yellow	People											
1932	* Martin Luther King, Jr.	Bauer, Marion/Smith, Jamie	Yellow	People											
1933	* Martin Luther King Jr., A Picture Book of	Adler, David/Casilla	Yellow	People											
1934	* People	Spier, Peter/Spier, Peter	Yellow	People											
1935	* See How I Grow	Wilkes, Angela	Yellow	People											
1936	* Soccer	Lineker, Gary	Yellow	People											
1937	* Tales Of Real Heroism	Dowsell, Paul	Yellow	People											
1938	* What Is A Boy? What Is A Girl?	Waxman, Stephanie/Waxman, Stepha	Yellow	People											
1939	* Where Do Babies Come From?	DK Publishing, Inc.	Yellow	People											
1940	* Why Is Mommy's Tummy So Big?	DK Publishing	Yellow	People											
1941	* Young Abraham Lincoln	Woods, Andrew/Schorie, Pat	Yellow	People											
1942	* Young George Washington	Woods, Andrew/Schorie, Pat	Yellow	People											
1943	* Goldilicious (File w/ Pinkilicious)	Kann, Victoria/Kann, Victoria	Red	PI											
1944	?? Pickled Peppers	McArthur, Nancy	Black	PI											
1945	* Pig In The Pond, The	Waddell, Martin/Barton, Jill	Red	PI											
1946	* Piggie Pie	Palatini, Margie/Fine, Howard	Red	PI											
1947	* Pigsty	Teague, Mark/Teague, Mark	Red	PI											
1948	* Pigsty	Teague, Mark/Teague, Mark	Red	PI											
1949	* Ping Pong Pig	Church, Caroline	Red	PI											
1950	* Pinkilicious	Kann, Victoria/Kann, Elizabeth	Red	PI											

APPENDIX G

Example of the database sorted by Caldecott Medal winners by year

Microsoft Excel - copy of excel spreadsheet					
Type a question for help					
A	B	C	D	E	G
1	Title	Author/Illustrator	Color	Code	Caldecott Medal
2	* Make Way For Ducklings	McCloskey, Robert/McCloskey, Robert	Red	MA	Gold - 1942
3	* Little House, The	Burton, Virginia Lee/Burton, Virginia Lee	Red	LI	Gold - 1943
4	* Big Snow, The	Hader, Bertha and Elmer	Red	BI	Gold - 1949
5	3 Song Of The Swallows	Politi, Leo	Red	SO	Gold - 1950
6	* Frog Went A-Courtin'	Langstaff, John/Rojankovsky, Feodor	Red	FR	Gold - 1956
7	Tree Is Nice, A	Udry, Janice May	Red	TR	Gold - 1957
8	Chanticleer And The Fox	Chaucer, Geoffrey	Red	Tales	Gold - 1959
9	*4 Baboushka And The Three Kings	Robbins, Ruth/Sidjakov, Nicolas	Red	BA	Gold - 1961
10	*4 Snowy Day, The	Keats, Ezra Jack/Keats, Ezra Jack	Red	Keats	Gold - 1963
11	*1-2 Snowy Day, The	Keats, Ezra Jack/Keats, Ezra Jack	White	Teacher Book (S)	Gold - 1963
12	2-3 Snowy Day, The (B)	Keats, Ezra Jack/Keats, Ezra Jack	Yellow	(B) SN	Gold - 1963
13	*1-4 Where The Wild Things Are	Sendak, Maurice/Sendak, Maurice	Red	Sendak	Gold - 1964
14	*3 Where The Wild Things Are	Sendak, Maurice/Sendak, Maurice	White	Teacher Book (W)	Gold - 1964
15	? Where The Wild Things Are (Spanish)	Sendak, Maurice	White	Teacher Book (W)	Gold - 1964
16	2 Sylvester and The Magic Pebble	Steig, William	Red	SY	Gold - 1970
17	* A Story A Story	Haley, Gail/Haley, Gail	Red	AS	Gold - 1971
18	* One Fine Day	Hogrogian, Nonny/Hogrogian, Nonny	Red	ON	Gold - 1972
19	* Why Mosquitoes Buzz In People's Ears	Aardema, Verna/Dillon, Leo and Diane	Red	WH	Gold - 1976
20	* Girl Who Loved Wild Horses, The	Goble, Paul/Goble, Paul	Red	GI	Gold - 1979
21	*1-2 Fables	Lobel, Arnold/Lobel, Arnold	Red	Tales	Gold - 1981
22	Saint George And The Dragon	Hodges, Margaret	Red	SA	Gold - 1985
23	? Polar Express, The	Van Allsburg, Chris	Red	PO	Gold - 1986
24	? Polar Express, The	Van Allsburg, Chris	White	PO	Gold - 1986
25	* Owl Moon	Yolen, Jane/Schoenherr, John	Red	OW	Gold - 1988
26	Song And Dance Man	Ackerman, Karen/Gammell, Stephen	Red	SO	Gold - 1989
27	* Tuesday	Wiesner, David/Wiesner, David	Red	Wiesner	Gold - 1992
28	* Mirette On The High Wire	McCully, Emily/McCully, Emily	Red	MI	Gold - 1993
29	* My Friend Rabbit	Rohmann, Eric/Rohmann, Eric	Red	MY	Gold - 2003
30	* Hello, Goodbye Window, The	Juster, Norton/Raschka, Chris	Red	HE	Gold - 2006
31	* Andy And The Lion	Daugherty, James/Daugherty, James	Red	AN	Honor - 1939
32	Madeline	Bernelmann, Ludwig	Red	Madeline	Honor - 1940
33	* Blueberries For Sal	McCloskey, Robert/McCloskey, Robert	Red	BL	Honor - 1949
34	* Journey Cake, Hol	Sawyer, Ruth/McCloskey, Robert	Light Blue	JO	Honor - 1954
35	? Crow Boy	Yashima, Taro	Blue	CR	Honor - 1956
36	2 Umbrella	Yashima, Taro	Purple	UM	Honor - 1959
37	* Inch By Inch	Lionni, Leo/Lionni, Leo	Red	Lionni	Honor - 1961
38	* Mr. Rabbit And The Lovely Present	Zoltow, Charlotte/Sendak, Maurice	Red	MR	Honor - 1963
39	Swimmy	Lionni, Leo	Red	SW	Honor - 1964
40	Swimmy	Lionni, Leo	White	SW	Honor - 1964
41	*2 Pocketful Of Cricket, A	Caudill, Rebecca/Ness, Evaline	Red	PO	Honor - 1965
42	* One Wide River To Cross	Emberley, Barbara/Emberley, Ed	Yellow	Counting	Honor - 1967
43	Frederick	Lionni, Leo/Lionni, Leo	Red	Lionni	Honor - 1968

APPENDIX H

Example of ECERS-R score sheet for Language-Reasoning

ecers-r-scoresheet.pdf - Adobe Reader

File Edit View Document Tools Window Help

12. Toileting/diapering 1 2 3 4 5 6 7										1.3, 3.3 Handwashing observed (✓=yes, ✗=no) Child: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Teacher: _____ Adult handwashing completed _____ out of _____ times Percentage completed = _____ % Child handwashing completed _____ out of _____ times Percentage completed = _____ %										3.1 Sanitary conditions (✓=yes, ✗=no) Toilets flushed? _____ Same sink sanitized? _____ Other issues: _____																																												
1.1 <input type="checkbox"/> Y <input type="checkbox"/> N 3.1 <input type="checkbox"/> Y <input type="checkbox"/> N 5.1 <input type="checkbox"/> Y <input type="checkbox"/> N 7.1 <input type="checkbox"/> Y <input type="checkbox"/> N 1.2 <input type="checkbox"/> 3.2 <input type="checkbox"/> 5.2 <input type="checkbox"/> 7.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 3.3 <input type="checkbox"/> 5.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 3.4 <input type="checkbox"/> 5.4 <input type="checkbox"/>										1.1, 3.1, 3.2 Handwashing observations (tally) <table border="1"> <thead> <tr> <th></th> <th colspan="2">Adult</th> <th colspan="2">Child</th> </tr> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Upon arrival in class or on-entry from outdoors</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>After sand or messy play</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Before/after water play</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>After dealing w/ bodily fluids on this center</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>After touching pets or contaminated objects</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>											Adult		Child			Yes	No	Yes	No	Upon arrival in class or on-entry from outdoors					After sand or messy play					Before/after water play					After dealing w/ bodily fluids on this center					After touching pets or contaminated objects					Adult handwashing Completed _____ out of _____ times Percentage completed = _____ % Child handwashing Completed _____ out of _____ times Percentage completed = _____ %									
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Subscale (Items 9 - 14) Score ____ Number of items scored ____ PERSONAL CARE ROUTINES Average Score (A+B) ____										LANGUAGE-REASONING																																																						
15. Books & pictures 1 2 3 4 5 6 7										5.1 Total time - books and pictures = _____ 5.5 Informal reading observed? (y / n)																																																						
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SCORE SHEET – EXPANDED VERSION

Early Childhood Environment Rating Scale - Revised

Thelma Harms, Richard M. Clifford, and Debby Cryer

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APPENDIX I

Example of the database sorted by the added search parameters

	B	C	D	E	F	G	H	I	J	K	L
	Title	Author/Illustrator	Color	Code	Popular Illustrators	Caldecott Medal	Culture	Relationships	Special Subjects	Classics (25+ years)	Bilingual
1	1, 2, 3 New York (B)	Puck/Somers, Kevin	Yellow	(B) 1,2,3							
2	1, 2, 3 To the Zoo	Carle, Eric/Carle, Eric	Red	Carle	Eric Carle						
3	1, 2, 3 To the Zoo (B)	Carle, Eric/Carle, Eric	Yellow	(B) 1,2,3	Eric Carle						
4	1001 Animals To Spot	Brocklehurst, Ruth	Yellow	Animals							
5	1001 Wonders Of Science	Williams, Brian & Brenda	Yellow	Nature							
6	101 Cool Jokes	Singleton, Glen	Red	Poly Trekkers							
7	101 Nature Experiments	Burnie, David	Yellow	Nature							
8	17 Things I'm Not Allowed	Toffill, Jenny/Carpenter, Nancy	White	Teacher Book (17)				Siblings			
9	A Bad Case Of Stripes	Shannon, Dave/Shannon, Dave	Red	AB	Dave Shannon				Self Esteem		
10	A Bad, Bad Day	Hall, Kristen/Rader, Laura	Red	First Readers							
11	A Better Safe Than Sorry	B Gordon, Sol & Judith/Cohen, Vvri	White	Teacher Book (A)							
12	A Big Ball Of String	Holland, Marion/Holland, Marion	Red	AB						1958	
13	A Big Cheese For The Whit	Fleming, Candace/Schindler, S. I	Red	AB			United States				
14	A Bird Can Fly (Big Book)	Florian, Douglas/Suggs, Margare	Orange	Big Books							
15	A Book About Pandas	Gross, Ruth Below	Yellow	Animals							
16	A Busy Year	Lionni, Leo/Lionni, Leo	Red	Lionni	Leo Lionni						
17	A Busy Year (B)	Lionni, Leo/Lionni, Leo	Yellow	(B) AB	Leo Lionni						
18	A Carp For Kimiko	Kroll, Virginia/Roundtree, Kather	Red	AC			Japan				
19	A Chair For My Mother	Williams, Vera/Villiams, Vera	Red	AC		Honor 1983	African American	Generations			
20	A Child's Book Of Poems	Fujikawa, Gyo	Red	Poetry							
21	A Child's Garden Of Verses	Stevenson, Robert/Messenger, J	Yellow	(B) AC							
22	A Chorus Of Frogs	Hunt, Joni Phelps	Yellow	Reptiles							
23	A Christmas Carol	Dickens, Charles & Richardson,	Green	Christmas							
24	A Color Of His Own	Lionni, Leo/Lionni, Leo	Red	Lionni	Leo Lionni					1975	
25	A Color Of His Own (B)	Lionni, Leo/Lionni, Leo	Yellow	(B) AC	Leo Lionni						
26	A Country Far Away	Gray, Nigel/Dupasquier, Philippe	Red	AC			USA/Africa				
27	A Crazy Day At The Critter	Odanaka, Barbara/White, Lee	Red	AC							
28	A Day In The Life Of A Circ	Gaskin, Carol/Klein, John	Yellow	People							
29	A Fox Lives Here	Fear, Sharon	Yellow	Animals							
30	A Fruit Is A Suitcase For S	Richards, Jean/Hariton, Anca	Li Blue	AF							
31	A Garden Grows (B)	Kelman, Marcy/Zaidi, Nadeem	Yellow	(B) AG							
32	A Giraffe And A Half	Silerstein, Shel	Red	Poetry							
33	A Good Day For Abbey (B)	Yost-Filgate, Susan/Filgate, Leo	Yellow	(B) AG							
34	A Grandmother's Story	Halak, Glenn/Halak, Glenn	Red	AG				Grandmothers			
35	A Hat For Minerva Louise	Stoeke, Janet Morgan	Red	AH							
36	A Hospital Story	Stein, Sara/Cinney, Doris	White	Teacher Book (A)							
37	A House For Hermit Crab	Carle, Eric/Carle, Eric	Red	Carle	Eric Carle						
38	A House Is A House For M	Hoberman, Mary Ann/Fraser, Be	Red	AH							
39	A Is For Africa	Onyefulu, Ifoma	Yellow	Culture							
40	A Is For Aloha	Feeney, Stephanie/Hammid, Hel	Yellow	Alphabet							
41	A Is For Anaconda - A Rai	Fredericks, Anthony/Regan, Lau	White	Teacher Book (A)							
42	A Kiss For Little Bear	Minarik, Else/Sendak, Maurice	Red	AK	Maurice Sendak					1968	

